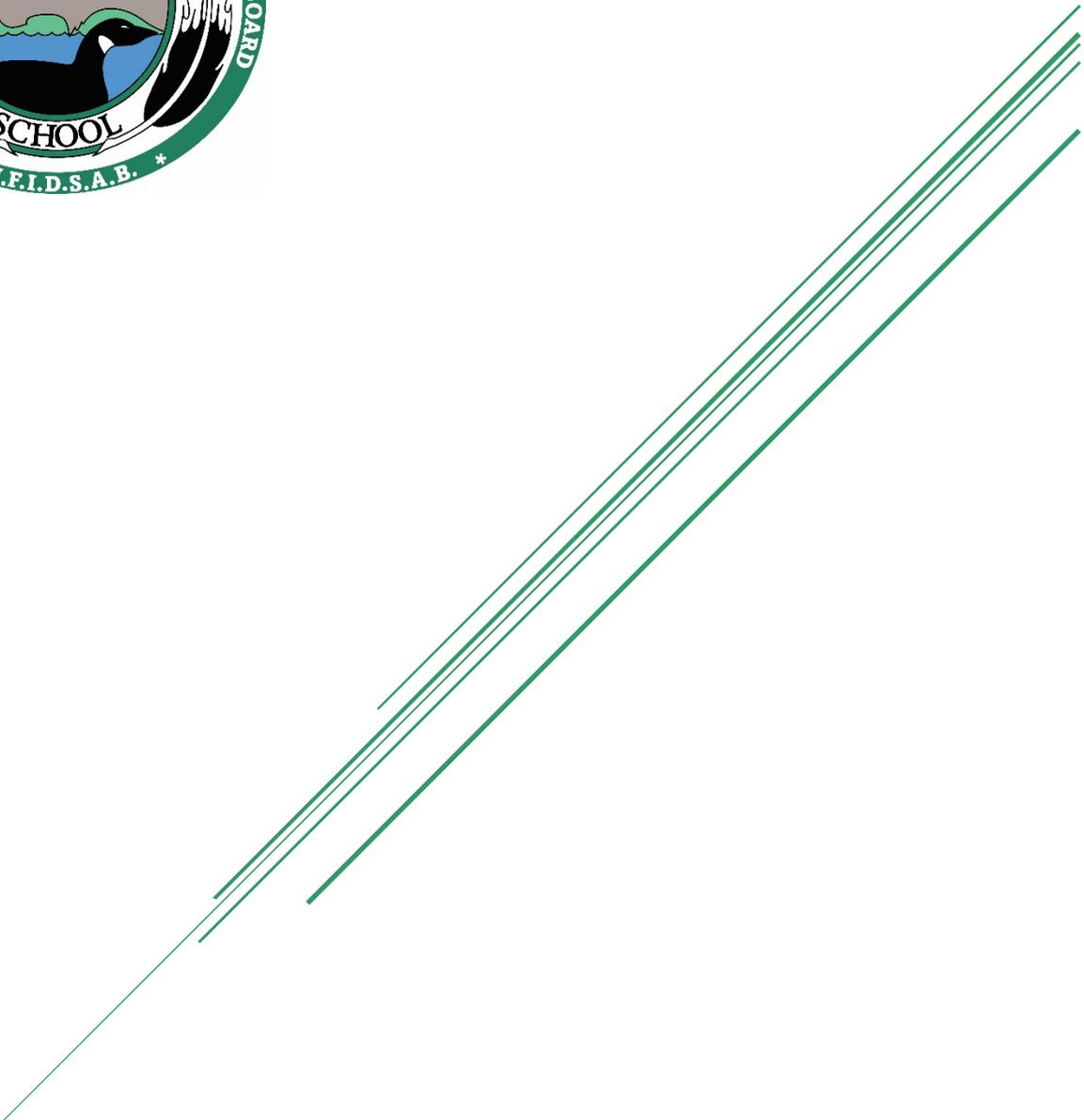# MULTI-YEAR ACCESSIBILITY PLAN

Moose Factory Island District School Area Board

2025-2028
Last Updated: March 10, 2026

The Moose Factory Island District School Area Board (**MFIDSAB**) is committed to fostering an inclusive environment by enhancing accessibility for students, staff, and community members. In alignment with the Accessibility for Ontarians with Disabilities Act (**AODA**), and the Integrated Accessibility Standards Regulation (**IASR**), MFIDSAB has developed on Multi-Year Accessibility Plan (**MYAP**) to identify, remove, and prevent barriers to accessibility.

Commitment to Equality of Opportunity

The Moose Factory Island District School Area Board is committed to providing services free of barriers and biases, to students, parents/guardians, the public, and staff. The School Board strives to ensure that principles of independence, dignity, integration, and equality of opportunity are reflected and valued in its learning and working environments.

Accessibility Working Group

The Accessibility Working Group will be comprised of the Supervisory Officer, Business Administrator, Principal (Alternate Vice-Principal) and the Facilities Manager. The Supervisory Officer will be the coordinator of the Accessibility Working Group. All decisions of the Group will be by consensus.

Review and Monitoring Process:

The Accessibility Working Group will meet annually in the month of May or as required to review progress. Throughout the year, the effectiveness of implementing the barrier-removal and prevention strategies will be discussed in preparation for appropriate revisions. Please note that the recommendations made by the Accessibility Working Group are subject to available funding.

Through the Accessibility Working Group, the School Board will plan for the gradual review of programs, policies, practices and services based on the guiding principles of inclusionary practice. The School Board will strive to create an environment that is accessible to all students, employees, family members, volunteers and visitors. The annual accessibility planning process ensures that the School Board's programming, policies and procedures are assessed to demonstrate continuous improvement in accessibility.

I. **Priorities**
   a. <u>Compliance</u> – Ensure adherence to AODA and IASR requirements.
   b. <u>Training Standard</u> – Staff, volunteers, and others interacting with the public on behalf of the School Board will receive training on accessibility standards and best practices.
   c. <u>Barrier Identification</u> – Proactively identify and address accessibility barriers within School Board facilities, policies, programs, and services.
   d. <u>Mechanism for Feedback</u> – Provide and maintain processes for receiving and responding to accessibility-related feedback.

II. **Key Initiatives**
   a. <u>Facility Accessibility Audits</u> – Inspection of all School Board property and buildings to assess accessibility and remove barriers, if any.
   b. <u>Policy & Procedures Development</u> – On-going review and updating of School Board Policies that comply with AODA and IASR requirements.
   c. <u>Public Relations & Communication</u> – Ensure that all communication and information shared by the School Board are available in accessible formats upon request.
   d. <u>Inclusive Program Delivery</u> – Adapt educational programs and services to accommodate diverse learning needs and ensure equal access for all students.

III. **MYAP - Timeline**
   a. **2025-2026**
      i. Review status of accessibility awareness and best practices training to ensure all current & new staff have completed the training.
      ii. Conduct accessibility audits of all School Board property and facilities/buildings.
      iii. Comprehensive review of existing Policies and Procedures to align with AODA & IASR requirements where applicable.
      iv. Develop feedback mechanism for accessibility-related concerns.
   b. **2026-2027**
      i. Prioritize and initiate facility modifications based on audit findings to remove physical barriers.
      ii. Review status of accessibility awareness and best practices training to ensure all new staff have completed the training.
      iii. Review communication strategies to ensure information is available in accessible formats.
      iv. Develop annual status update for public posting.

c. 2027-2028

   i. Continue facility retrofits/improvements and assess the effectiveness of modifications established.
   ii. Evaluate and refine staff training programs based on feedback and emerging best practices.
   iii. Report on the progress of the MYAP to all stakeholders.

IV.   Identification of Barriers

The Ministry of Community and Social Services has categorized types of barriers that stand in the way of people with disabilities doing many day-to-day activities

1. **Architectural and physical barriers** are features of buildings or spaces that cause problems for people with disabilities. Examples are hallways and doorways that are too narrow for a wheelchair, counters too high for a person with short stature, poor lighting for people with low vision, telephones not equipped with telecommunication devices for people who are deaf.

2. **Information or communication barriers** happen when a person cannot easily understand information. Examples are print is too small to read, websites that do not support screen-reading software, signs that are not clear or easily understood.

3. **Attitudinal barriers** are those that discriminate against people with disabilities. Examples are thinking that people with disabilities are inferior, assuming that a person who has a speech impediment cannot hear you.

4. **Technology barriers** occur when technology cannot be modified to support various assistive devices. An example is a website that does not support screen reading software.

5. **Systemic barriers** are an organization's policies, practices or procedures that discriminate against people with disabilities. An example is a hiring process that is not open to people with disabilities.

V.   Communication of the Plan

In addition to the public availability of the plan on the School Board's website, the MFIDSAB will post an annual status report on the progress of the Multi-year Accessibility Plan on the School Board's website. The School Board will accommodate requests for accessible formats of the Plan.

VI. Feedback, Contact and Additional Information

Feedback regarding the way the Moose Factory Island District School Area Board provides services to people with exceptionalities can be made by e-mail, verbally, by letter, or by completing our Accessibility Feedback Form which is available on our Accessibility section of our website, www.mfidsab.ca. All feedback will be directed to the Supervisory Officer of the Board. Response to your feedback will be provided in writing.

Phone: 705-658-4571

Fax: 705-658-4768

Email: info@mfidsab.ca

Mailing Address:
PO Box: 160
Moose Factory, ON.
P0L 1W0

Additional accessibility information for the School Board can be found in the following Board Policies & Procedures:

- Administrative Procedure No.151 – Accessibility Standards & Practices.
- Administrative Procedure No.152 – Accessibility Standards: Training & Communication
- Administrative Procedure No.307 – Accessibility Standards: Student Transportation
- Administrative Procedure No.419 - Accessibility Standards: Individualized Emergency Response Information
- Administrative Procedure No.436 – Accessibility Standards for Employment

All the above Board Procedures can be found on our website; www.mfidsab.ca.